



Charleston School District

75 Calhoun Street
Charleston, SC 29401

Grades	PK-12 District	
Enrollment	43,255 Students	
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent*
2010	Average	Below Average
2009	Average	At-Risk
2008	Average	Excellent
2007	Below Average	Average

* The District's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

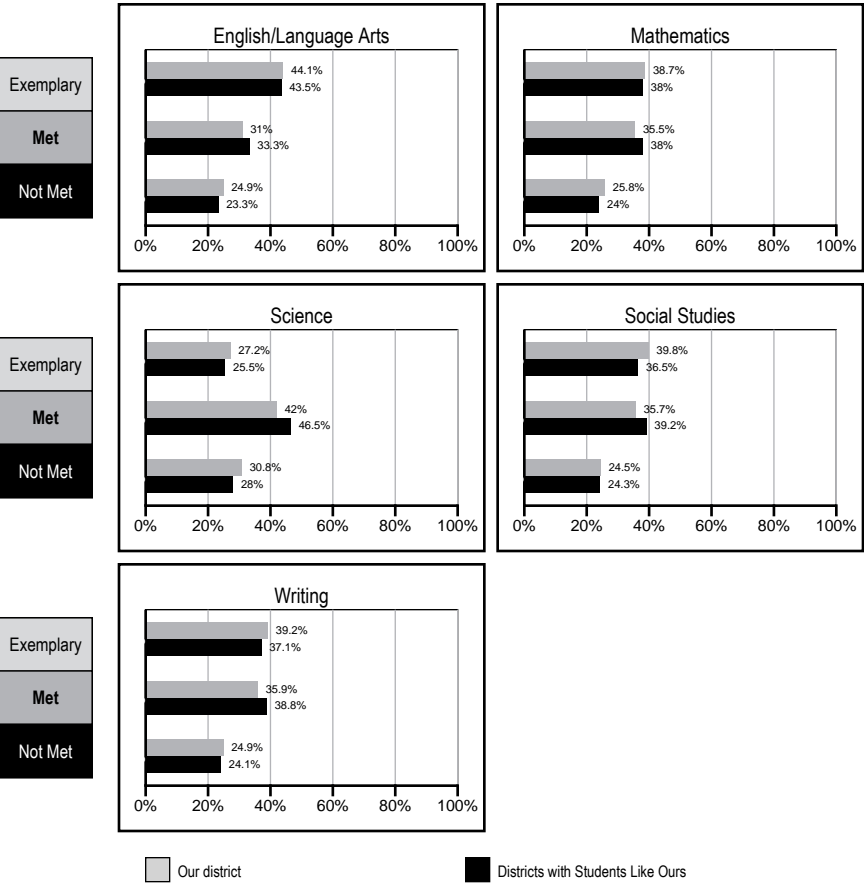
95.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	4	0	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms	
Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed both subtests	74.8%	78.2%	80.4%	78.4%	80.2%	80.1%
Passed one subtest	12.9%	11.7%	11.7%	11.8%	10.7%	11.4%
Passed no subtests	12.4%	10.2%	7.9%	9.9%	9.1%	8.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	86.2%	82.8%
English 1	79.4%	75.3%
Biology 1/Applied Biology 2	74.6%	70.7%
Physical Science	71.1%	61.6%
US History and the Constitution	59.8%	50.5%
All Subjects	74.7%	68.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	2912	2759	954	1293
Number of Graduates in Cohort	1950	1992	664	891
Rate	67.0%	72.2%	71.1%	71.6%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	2915	N/A	1209
Number of Graduates in Cohort	N/A	2020	N/A	861
Rate	N/A	69.3%	N/A	71.9%

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=43,255)				
First graders who attended full-day kindergarten	97.9%	Up from 96.0%	98.0%	99.6%
Retention rate	1.6%	Down from 2.1%	1.8%	2.3%
Attendance rate	95.2%	Down from 95.5%	95.6%	95.8%
Served by gifted and talented program	23.9%	Up from 21.4%	21.0%	14.0%
With disabilities other than speech	4.7%	Down from 7.0%	7.2%	7.4%
Older than usual for grade	2.8%	Down from 4.8%	2.1%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.6%	Down from 3.9%	0.6%	0.5%
Enrolled in AP/IB programs	23.1%	Up from 22.0%	20.4%	12.2%
Successful on AP/IB exams	68.3%	Up from 63.7%	54.1%	52.9%
Eligible for LIFE Scholarship	32.7%	Down from 33.1%	37.2%	30.3%
Enrolled in adult education GED or diploma programs	356	Up from 254	95	66
Completions in adult education GED or diploma programs	244	Up from 201	62	35
Annual dropout rate	2.8%	Down from 2.9%	3.1%	2.8%

Teachers (n=3275)				
Teachers with advanced degrees	56.0%	Down from 56.1%	61.3%	61.2%
Continuing contract teachers	74.4%	Down from 75.0%	87.1%	85.6%
Teachers returning from previous year	88.5%	Up from 87.6%	92.0%	90.3%
Teacher attendance rate	97.0%	Down from 97.6%	95.8%	95.2%
Average teacher salary*	\$43,923	Down 3.9%	\$47,411	\$46,166
Vacancies for more than nine weeks	0.4%	Up from 0.3%	0.1%	0.0%
Professional development days/teacher	9.8 days	Down from 11.5 days	11.4 days	12.2 days

District				
Superintendent's years at district	4.0	Up from 3.0	5.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.7 to 1	22.5 to 1	21.7 to 1
Prime instructional time	92.0%	Down from 92.6%	90.7%	90.1%
Dollars spent per pupil**	\$9,279	Down 1.8%	\$8,745	\$9,140
Percent of expenditures for teacher salaries**	52.7%	Down from 53.1%	55.6%	53.5%
Percent of expenditures for instruction**	55.6%	Up from 55.3%	59.2%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	78	Up from 76	15	9
Number of magnet schools	22	No Change	0	0
Portable classrooms	6.2%	Down from 7.9%	1.4%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	11.0	Down from 13.0	14.0	8.0
Parents attending conferences	96.7%	Down from 99.3%	96.8%	96.6%
Average administrator salary	\$74,303	Down 3.2%	\$78,088	\$78,000

* Includes current year teachers contracted for 185 or more days. ** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Growth Rating	Adequate Yearly Progress	
CHARLESTON DEVELOPMENTAL ACADEMY CHARTER(ELEM.)	Good	Excellent	Met	
CHARLESTON DEVELOPMENTAL ACADEMY CHARTER(MIDDLE)	Average	Average	Met	
EAST COOPER MONTESSORI CHARTER	Excellent	Excellent	Met	
GREG MATHIS CHARTER	At-Risk	Below Average		
JAMES ISLAND CHARTER HIGH	Excellent	Excellent	Not Met	
ORANGE GROVE CHARTER	Excellent	Excellent	Not Met	
CHARLESTON CHARTER SCHOOL FOR MATH AND SCIENCE	Average	Average	Not Met	
THE APPLE CHARTER SCHOOL	At-Risk	At-Risk	Not Met	
PATTISSONS ACADEMY	N/A	N/A	Not Met	
N/A–Not Applicable	N/AV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	2078	91.4%	12706	74.7%	2912	67.0%	Yes
Gender							
Male	927	89.4%	6162	74.3%	1496	61.2%	N/A
Female	1151	93.0%	6287	74.6%	1416	73.1%	N/A
Racial/Ethnic Group							
White	879	97.8%	6055	92.6%	1110	78.2%	N/A
African American	1084	85.8%	5746	55.8%	1608	60.0%	N/A
Asian/Pacific Islander	42	97.6%	64	81.3%	55	90.9%	N/A
Hispanic	60	91.7%	562	69.0%	119	45.4%	N/A
American Indian/Alaskan	N/A	N/A	22	81.8%	N/A	N/A	N/A
Disability Status							
Disabled	185	56.8%	620	43.4%	236	38.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	50	90.0%	421	64.1%	58	55.2%	N/A
Socio-Economic Status							
Subsidized meals	915	84.9%	5621	57.5%	1414	57.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	91.4%	92.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	483	480	487	482	469	465	1438	1426		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	19.6	19.8	20.1	20.3	20.2	20.4	20.2	20.1	20.1	20.3
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	48.3 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

Dear Charleston County School District (CCSD) Parents and Community Members:

Report cards are all about results, so I want to begin by sharing some data on how well our students are doing. This year, by many measures, our students continued to make significant progress. Our seniors earned nearly \$48 million dollars in scholarships—their highest earnings on record. CCSD students outscored their state counterparts on both the HSAP (high school assessment) and the PASS (elementary and middle assessment). Specifically, for the third straight year, in every subject and grade tested by the PASS, CCSD students earned higher “Exemplary” marks than students across the state. And nearly half of our students attended “Excellent” rated schools—more than twice the state average.

Our work falls under four strategic priority areas designed to drive these results: 1) Literacy Improvement; 2) Effective Teaching and Leadership; 3) World-Class Schools and Systems; and 4) Strategic Partnerships. This year, our Literacy Academies and district-wide Literacy Improvement plan generated terrific results, with significant gains—and a closing of the achievement gap—seen in our First Grade Academy. We continued to advance our Teacher Development Cycle and engaged our teachers in spirited discussions about a new “value added” evaluation and support model. And in the area of World-Class Systems and Schools, our citizens generously passed a bold new capital plan that will modernize our classrooms, transform our county, and pump \$450 million into our schools and local economy.

To be sure, we have challenges, and we must continually address our areas in need of improvement. Our top priority this year is to make serious headway in closing the achievement gaps between Caucasian, African-American, and Hispanic students. We believe that every student has the potential for excellence in the classroom and beyond, and it is our job—together with parents and community partners—to unlock this potential.

Literacy is the key to all learning, and more than any other factor, effective teachers—who really know how to improve reading and writing skills in their students—have the greatest impact on student achievement. This is why we have made Literacy Improvement and Effective Teaching and Leadership our top two priorities. This year, we are reorganizing our structure to better drive these priorities, support our teachers, and accelerate the progress of all students. And as part of the next phase of our strategic plan, we are setting bold five-year goals and annual targets that will raise expectations, increase our accountability, and build a student-centered culture of performance management.

I am encouraged by our results, and know that we must bring a sense of urgency to closing the achievement gap and reversing each and every achievement trend not moving in the right direction. I thank our teachers, staff, parents, and community leaders for their continued partnership, hard work, and commitment to our students' bright future.

Dr. Nancy J. McGinley, Superintendent of Schools

No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

25

Title I Schools' School Improvement Status

School	Status	School	Status
Baptist Hill High	R	R B Stall High	R
North Charleston High	R	Northwoods Middle	R
Garrett Academy Of Technology	CSI	Edmund A Burns Elementary	R
Burke High	R	Morningside Middle	R
Lincoln High	NI-HOLD	James Simons Elementary	CA
St Johns High	CA	Greg Mathis Charter	CSI-DELAY

The Charleston School District consists of 78 public schools with 12 of these schools, or 15.4%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group									
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)									
All Students	18928	99.7	24.7	31.1	44.1	83.1	82.4	Yes	Yes
Gender									
Male	9718	99.7	28.2	31.1	40.7	79.9	78.7	N/A	N/A
Female	9210	99.7	21	31.2	47.8	86.6	86.2	N/A	N/A
Racial/Ethnic Group									
White	8603	99.9	8.4	23.7	67.9	94.8	88.9	Yes	Yes
African American	8831	99.7	40.5	38.2	21.3	71.9	72.9	No	Yes
Asian/Pacific Islander	327	99.4	7.6	21.3	71.1	96.3	93	Yes	Yes
Hispanic	1135	99.3	31.6	36	32.4	78	79.3	No	Yes
American Indian/Alaskan	32	100	12.5	31.3	56.3	87.5	83	I/S	I/S
Disability Status									
Disabled	1661	99.1	69.3	19.9	10.7	42.6	48.1	No	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	959	99.6	33.2	33.5	33.2	76.9	78.3	No	Yes
Socio-Economic Status									
Subsidized meals	10127	99.6	38.9	37.3	23.7	72.9	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)									
All Students	18928	99.8	25.8	35.7	38.4	82.8	81.9	Yes	Yes
Gender									
Male	9718	99.8	27.3	34.1	38.6	81.1	79.9	N/A	N/A
Female	9210	99.8	24.3	37.4	38.2	84.6	84.1	N/A	N/A
Racial/Ethnic Group									
White	8603	99.9	9.3	29.7	61	94.9	88.9	Yes	Yes
African American	8831	99.7	42.3	41.6	16.1	70.9	71.4	No	Yes
Asian/Pacific Islander	327	99.4	4	20.5	75.5	97.4	94.6	Yes	Yes
Hispanic	1135	99.7	30.3	40.6	29.1	79.2	81.1	Yes	Yes
American Indian/Alaskan	32	100	15.6	31.3	53.1	93.8	84.4	I/S	I/S
Disability Status									
Disabled	1661	99.6	71.7	20.5	7.9	40.8	47.3	No	Yes
Migrant Status									
Migrant	3	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	959	99.8	30.1	38.3	31.5	78.8	81.4	No	Yes
Socio-Economic Status									
Subsidized meals	10127	99.7	39.7	41.5	18.8	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
--	----------------------------------	----------	-----------	-------	-------------	--------------------------------	-----------------------------

Science

All Students	12646	99.6	30.8	42.3	26.9	69.2	68.6
Gender							
Male	6511	99.6	31.6	39.6	28.8	68.4	68.3
Female	6135	99.7	30	45.1	24.9	70	68.9
Racial/Ethnic Group							
White	5744	99.7	9.6	43.2	47.2	90.4	80.7
African American	5907	99.6	51.6	41	7.5	48.4	51.4
Asian/Pacific Islander	209	99	11.8	33.3	54.9	88.2	85.3
Hispanic	763	99.6	36.7	48	15.3	63.3	61.6
American Indian/Alaskan	23	100	13	43.5	43.5	87	70.8
Disability Status							
Disabled	1145	99.3	69.4	22.9	7.6	30.6	35.7
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	636	99.7	39.6	45.5	14.8	60.4	60.7
Socio-Economic Status							
Subsidized meals	6806	99.5	48.2	42.6	9.3	51.8	57.3

Social Studies

All Students	12656	99.7	24.5	36	39.5	75.5	72.5
Gender							
Male	6472	99.6	25.6	33	41.4	74.4	72
Female	6184	99.8	23.4	39	37.6	76.6	73.1
Racial/Ethnic Group							
White	5762	99.7	9	29.5	61.5	91	81
African American	5910	99.6	39.6	42.1	18.3	60.4	60
Asian/Pacific Islander	222	99.6	6.7	21.4	71.9	93.3	89
Hispanic	744	99.3	31	42.2	26.8	69	69.6
American Indian/Alaskan	18	100	16.7	16.7	66.7	83.3	73.5
Disability Status							
Disabled	1095	99.5	63.1	27	9.9	36.9	40.5
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	635	99.8	29.5	40.1	30.4	70.5	69.7
Socio-Economic Status							
Subsidized meals	6774	99.5	38.2	42.7	19.2	61.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	6079	98.7	24.2	36.1	39.7	75.8	73.2	96	96.1
Gender									
Male	3116	98.3	29.3	36.2	34.6	70.7	67.2	95.9	96.1
Female	2963	99.1	18.9	36.1	45	81.1	79.4	96.1	96.2
Racial/Ethnic Group									
White	2772	98.9	9.2	30.3	60.5	90.8	81.5	96.1	95.9
African American	2846	98.5	38.7	41.7	19.6	61.3	61.3	95.8	96.4
Asian/Pacific Islander	109	100	14.6	25.2	60.2	85.4	87	96.9	97.2
Hispanic	342	99.1	30.6	40.3	29.1	69.4	66.7	96	96.5
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	72.2	95.9	95.1
Disability Status									
Disabled	493	90.9	76.1	20	3.9	23.9	26	94.9	95.2
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	40.5	98	96.8
Limited English Proficient									
Limited English	283	99.3	32.1	38.2	29.7	67.9	65.7	96.3	96.9
Socio-Economic Status									
Subsidized meals	3141	98.6	37.8	41	21.2	62.2	63.2	95.5	95.7

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	3357	99.7	19.3	26.1	54.6	80.7
	4	3325	99.8	21.2	36.9	42	78.8
	5	3167	100	20.3	37.3	42.4	79.7
	6	3045	99.9	26.4	33.5	40.1	73.6
	7	2851	99.9	28.1	29.8	42.2	71.9
	8	2809	99.7	33.7	28.2	38.1	66.3
2011	3	3386	99.7	20.1	23.5	56.3	79.9
	4	3350	99.6	22.3	36.4	41.3	77.7
	5	3291	99.8	19.7	39	41.2	80.3
	6	3070	99.8	28	30.2	41.7	72
	7	3045	99.6	29.8	26.9	43.3	70.2
	8	2785	99.8	29.9	30.3	39.9	70.1
Mathematics							
2010	3	3357	99.9	29.8	29.6	40.7	70.2
	4	3325	99.9	19.3	38.7	42	80.7
	5	3167	100	27.2	36.7	36.1	72.8
	6	3045	99.9	28.1	36	35.9	71.9
	7	2850	99.9	32.7	35.1	32.2	67.3
	8	2808	99.8	34.3	37.6	28.1	65.7
2011	3	3386	99.8	29.8	26.9	43.3	70.2
	4	3350	99.9	18.2	37.4	44.3	81.8
	5	3291	99.8	22	38.9	39.1	78
	6	3070	99.9	24	39.2	36.8	76
	7	3045	99.6	31.9	31	37.1	68.1
	8	2785	99.8	30.1	41.8	28.1	69.9
Science							
2010	3	1685	99.4	44.1	29.4	26.4	55.9
	4	3323	100	29.5	51	19.5	70.5
	5	1592	99.8	31.4	47.4	21.2	68.6
	6	1523	99.7	38.2	44.7	17.1	61.8
	7	2841	99.9	27.5	43.6	28.9	72.5
	8	1405	99.4	32	31.9	36.1	68
2011	3	1685	99.6	38	34.6	27.4	62
	4	3347	99.9	28.4	51.7	19.9	71.6
	5	1642	99.6	31.7	43	25.3	68.3
	6	1542	99.6	33.4	44.9	21.6	66.6
	7	3042	99.6	28.5	40.4	31.1	71.5
	8	1387	99.4	29	29.1	41.9	71

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	1676	99.6	23.8	34.7	41.4	76.2
	4	3321	100	18.9	41.8	39.4	81.1
	5	1575	99.6	29.5	36.7	33.8	70.5
	6	1527	99.4	19.8	44	36.2	80.2
	7	2837	100	37.3	30.4	32.3	62.7
	8	1395	99.3	27.3	35.3	37.4	72.7
2011	3	1702	99.7	21	34	45	79
	4	3345	99.8	18.4	43.8	37.8	81.6
	5	1645	99.5	26	34.8	39.2	74
	6	1529	99.6	18.3	41.5	40.2	81.7
	7	3041	99.6	35.6	29.2	35.2	64.4
	8	1394	99.7	24.3	29.6	46.1	75.7
Writing							
2010	3	3360	98.8	26.2	31	42.8	73.8
	4	3320	99.2	23.3	34.3	42.3	76.7
	5	3164	99.1	22.3	32.6	45.1	77.7
	6	3048	98.7	25.8	36.4	37.8	74.2
	7	2867	98.4	27.1	39.3	33.5	72.9
	8	2812	99	25.7	38	36.4	74.3
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	3291	99.1	19.7	36.5	43.9	80.3
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	2788	98.2	29.6	35.7	34.7	70.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2859	98.1	9.5	25.1	25.7	39.7	71.8	68.0	Yes	Yes
Male	1416	97.9	12.1	25.6	26.3	36.0	68.0	63.1	N/A	N/A
Female	1440	98.6	7.0	24.6	25.2	43.2	75.6	73.1	N/A	N/A
White	1370	98.8	2.8	10.7	23.4	63.1	90.8	79.4	Yes	Yes
African American	1339	97.3	16.4	40.3	27.8	15.5	51.8	51.7	No	Yes
Asian/Pacific Islander	41	97.6	5.3	10.5	26.3	57.9	89.5	83.2	I/S	Yes
Hispanic	105	100.0	14.4	29.9	28.9	26.8	66.0	62.8	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	250	96.0	49.8	32.7	13.7	3.8	21.8	74.0	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	61	100.0	20.7	43.1	27.6	8.6	53.4	45.1	No	Yes
Subsidized meals	1263	97.9	16.6	39.2	28.4	15.9	52.8	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2858	98.1	16.8	27.4	27.6	28.1	64.7	62.3	No	Yes
Male	1415	97.9	17.8	26.0	26.6	29.6	64.6	61.4	N/A	N/A
Female	1440	98.6	15.9	28.8	28.6	26.7	64.8	63.2	N/A	N/A
White	1370	98.8	4.4	15.5	31.4	48.7	86.1	75.3	Yes	Yes
African American	1338	97.5	30.1	40.6	22.6	6.7	41.7	42.9	No	Yes
Asian/Pacific Islander	41	97.6	5.3	5.3	50.0	39.5	92.1	84.3	I/S	Yes
Hispanic	105	99.0	17.5	27.8	32.0	22.7	63.9	59.4	No	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	250	97.2	59.2	23.0	13.6	4.2	22.1	67.7	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	61	100.0	22.4	32.8	37.9	6.9	55.2	47.1	No	Yes
Subsidized meals	1262	98.0	29.6	39.7	22.6	8.2	43.2	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	2859	94.6	39.8	15.1	15.2	29.8	N/A	N/A	N/A	N/A
Male	1416	93.1	38.1	13.9	15.2	32.8	N/A	N/A	N/A	N/A
Female	1440	96.0	41.4	16.3	15.3	27.0	N/A	N/A	N/A	N/A
White	1370	95.6	14.6	15.3	19.5	50.6	N/A	N/A	N/A	N/A
African American	1339	93.7	65.6	15.3	10.9	8.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	41	92.7	23.7	5.3	10.5	60.5	N/A	N/A	N/A	N/A
Hispanic	105	93.3	54.1	14.3	14.3	17.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	250	70.8	70.6	12.4	10.2	6.8	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	61	95.1	72.4	15.5	8.6	3.4	N/A	N/A	N/A	N/A
Subsidized meals	1263	93.6	64.2	15.0	11.5	9.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	2936	98.6	12.6	26.9	27.2	33.3	69.8	65.9
	2011	2859	98.1	9.5	25.1	25.7	39.7	71.8	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	2933	98.4	16.2	28.8	24.2	30.8	64.2	62.3
	2011	2858	98.1	16.8	27.4	27.6	28.1	64.7	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%**	Yes

* Adjusted to account for natural variation in performance.
** Or greater than last year